

nails - thicker part of the horny cells -  
 'embedded in a recesses -

V. never explained that her diagrams were  
 greatly magnified -  
 "to be kept compressed" -

Scherson plan? not touch re the chin on hair -  
 imitating V.S. -

V.'s faulty teaching so faulty that notwithstanding  
 earnest attention the girls did not answer -

Good to get girls to draw diagrams  
 pigmentary papilla compressed till the last  
 V. did not recollect her own embryo  
 well enough to question -

A Fair lesson - carefully prepared -  
 but - given mechanically from book  
 ('Walls' called Sweet plan) Wh. was held in  
 V.'s hand - No living teaching -  
 V.'s attitude good - Manner with girls  
 pleasant -

Pronunciation very faulty + obscure  
 so because V. spoke in a lower tone  
 than her middle voice -

Good reproductive work - but no original  
 material from children - Sketches & painting



Russ. Ross - Cl. IV - Sub<sup>n</sup> (Algebra)

His voice below mid register - very diff. to hear -

V. content to hear of work done on RB -  
+ not explain<sup>steps</sup> - tho' she said she did not quite understand.

Rhysen with idea she should feel & as an -

V. learned much to get a simple result -

H. not allowed to put her ans. to q<sup>n</sup> way -

"whole expression" not understood -

V. did well to work out

to prove it with too much - Eddwyt.

His power of language not - explaining his point - No clear explanation arrived at -

H. did not see -

Good to ask H what she did not understand.

V. good to follow H's lead -

H's fatal error - Not she put it into her

head that it must be so

V. extremely patient with H's difficulty but did not press it -



11 p 30 CH 7  
K did not give a clear idea of use of  
brackets - K - sat - down because she found  
she got - not farther -

His want of clearness of thought evident  
in the fact that she did not make herself  
plain to the girls.

"Whole expression" - "She had been  
defined at once - - def. very  
goggly - "the whole of them together" -  
"Changes it for a purpose" -

K - very wiggly in her explanations -

V. G. - to show K why she was going  
the exp. -

Supposing you have - no -

V. G. - to test K at - last

K - at - last saw use of brackets,  
good to say that. It over did her  
a Fair Lesson - V. G. showed  
good qualities of patience & great  
interest in her subject - but her  
behavior was not good.



Jim Winget - Cl. III  
Hedgehog.

11 P31ENC7

'Foot to' & began well by questioning  
facts & finding out - all they knew -

Spoke of sharp teeth - might have  
generalised -

" enable it to draw its head ~~legs~~ all - any  
time -

- power of its head -

Propriety - address - prison

Hibernation not at all well explained -

no attempt to generalise.

Latin - heems.

Squirrel

Dormouse - not except -

Did not enter into the job of rolling over

He looked anxious & absent as if recollecting  
his lesson - His freshness of description -

no animation - no interest in his subject -

"most ingenious way" really spirited

Looked rather weary & dejected

Spines - no attempt to find out of facts

know meaning



I did not hear one of the answers  
made by girls found to me for  
read and do - Grace's two articles -  
pron - much improved.

We were letting suggestions after lesson -  
Winnie I have told all abt. her hedgehog -  
Pictor did not come till end - remarks fresh -

Root Lesson - Slow - dull - 7/8 uninterested  
unintelligent - Pron. faulty - Girls  
allowed to murmur. Lesson rather  
below intelligence of class - Physical  
limited - Recap. Slow & dull.



Miss Gaylord -

ilp33mct

Assimilation (Plants.) Ch. 11

Y. made her points clearly - came to K -  
for her knowledge -

'This thing' - does not live in liquid -  
Y. asserted on exact - knowledge -

Water & salts is -

This membrane, well explained -  
Soaks through - Osmosis well explained

Y's writing on Bd took up too much room -

Y. assumed proof - by looking water -  
did not get K to explain -

Cortex & Cass - did K know -

try for yourself - find

Shd have been able to show root ~~fibers~~ <sup>fibers</sup>

microscope or lens -

cell. of stomata - had - guard cells not

well exp'd - microscope - Chem. formulas

Super well worked out -

because you know - exp. starch -



Good to have cotton test - did not come off well -

did not make pot. as storage of - clear -

no con. between sup. in leaf & St. in water

worked out - What's protoplasm made of -

Is changed into starch - how?

good to have K ask Gagg - between

K wanted reliable stuff between sup. & St.

Called Simulations' organic & inorganic

not explained -

called for microscope work - not

Science lesson - because Sci. must

be learned from objects

V? not clear as to service of sugar & protein

to plant -

Fairly good - Yr manner bright & pleasant.

Lesson well conceived - but - alt almost

without demonstration - gave fault.



Min Stubbs - III -

Nov. 4 - 97 -

12 p 350407

lunch (Gomine)

Y. told her story nicely & bright -

Y. too grave -

Used the same verb in Eng. when she  
wanted to introduce diff. verbs in Y. -

Y. Y. ~~strong~~ - ~~strong~~

Y. verbs pronounced diff. on each  
pronunciation

Y. verbs not clearly given - so girls  
did not know them -

"do the action" - no facilities for  
during the action

Girls absolutely uncertain about pronouncing  
verbs -

Pleased to hear that F. H. pronounced  
more readily than he

Y. quite patient about pain but the time he  
wasn't later - good to feel the boy -

Y. sounded an uncertain note - i. e. Y. do  
so also - Y. both pains to have  
one more - ? no name



Y. stood to near his class

He began - well described  
explained sur well -

Good to ask in detail -

Thank you  
So both not exp<sup>t</sup>  
Y's accent pretty good  
English well used.

Y. said at last in fin -

So both stumbled over because not noted at  
time girls tried to repeat. - who have done it  
better if from points had been noticed

His voice dull & monotonous -

Good for G. to say place, to show how

Said so -  
good to come to it better -

He tried to give equal work to each girl

Girls learned at last but imperfectly -

Faults in early part of lesson met

It slow & heavy -

He extremely painstaking - gentle & firm -

voice monotonous - manner dull - stood  
9 last lesson class -



Thurs. Vilkner - Cl. 11 - Oct. 4

11p37cm2

Gray's Ode - Progress of Poetry

Pindaric - Horatian "no explanation"

Derivation of 'od' well given

Definitions not grasped - not

translated into simple English

forced to draw the eye - also to refer

to eye bird - became very simple &  
nice -

reference to Pindar simple & good -

"direct - contradistinctions"

V. waited much too long for Korea -

sent it Korea -

light & stated - Why?

might have got more Odes from girls -

A good introduction to the subject - something

very simple & nice - sometimes repeating  
with book words -

V. attempted too much - a lesson on

a single fig. of Sp - or on all - not by the way

in another lesson -

Writing on board had



Ruby by girls & str.

Mrs - subject for separate lesson.

Paul H - worked Ruby's subject in a rapid way -

M - made mistake of waiting too long for Ruby's girls did not -

God - let the girls that we do not always take note of success -

God to know H. on her own resources in variety of adjective

God to show H. that diff. exp. want diff. reading -

E - allowed to read too trippingly -

V - worked out subject well.

Prots never use the common every day words -

V - always gentle - did not come down on R - for mistake - eyes - minister -

God to refer to Par. Lost -

V - very patient & translating - girls really dull. ecstasy - God to



ilp39cm07

for girls a feeling of the value of freedom -  
but had to explain slavery fully when  
capture was the worst -  
"harmonious rules" well explained

Lesson fit as to matter - but  
too ambitious as to quantities -

Points well worked out -

Girls a little stupid - perhaps because  
they felt - the subject too dependent too  
much on knowledge wh. they did not  
possess.

Mr. extremely sympathetic with his  
subject - conveyed literary enthusiasm  
Voice sweet & clear - diction very  
suitable when not too high -  
Manner teacher like & dignified  
Lesson has real value - but is not  
a bright point brought to a point -

A fairly good Lesson -



1LP40CMC7  
Min. Mackenzie - Cl. 1b.

History Story -

Chr. composed Dahl. det. -

Chr. certainly knew Queen's news -

Chr. rose to the idea of a 'Prince' -

Pr. Charlie - Prince of Scotland

"What kind of man may have an  
army" -

The greatly handicapped by Chr's  
lack of historical ideas -

Prince Charlie's wanderings very  
well told -

£30,000! Chr. had no idea -

It went on with her story without  
any break -

"loyal" - well explained -

loyal - because she felt - sorry -

Composed idea -

How much money - Chr. had no idea

Everybody "of course" tried to get £30,000 -

Same word as "the heavens"



was it a very grave? - Chr did not know

how -

got to describe petticoat etc -

might have made much more of little

voyage - Shd have

got to give ill. of trial + island

got to show opening where R. L. L. L.

got to draw castle - took to give

to castle - soldiers asleep "of course."

Have you heard of Tower of London?

No attempt to remind to Chr. all

Tower as it is now -

He told the story very sympathetically -

He did not break up his questions

but went on with the same?

He went on with his lesson with great

pluck in spite of the want of understanding

in the class - Story well told - but he did not

know how to bridge over the difficulties

so that the class did not grasp the point

voice good & clear - v. g. use of BB -

A very fair lesson



11p42cm07

Lesson on the tides - Dan Rennie Thru.  
Cl. III.

good to begin from historic point -  
good to remind girls of apple tree -  
good to get things in five dates -  
"Theory of the tides" shd have had  
some exp. "resists - naturally  
resists - but makes its weight -  
law of grav - "This law of gravitation  
Alexandra -

race down to drive a good ill.

Suppose that the water all round earth -  
"the water" why? idea of want of

cohesion in water not made clear -

good to get distance of sun

million miles' said confidently  
impressively -

Th. cleared up the initial ideas well -

Th. did not make 2<sup>nd</sup> - that wave clear -

Th. of water a good illustration

but in  
Lis. an  
as to  
rotah  
wave  
moon  
won  
won  
good  
good  
earth  
moon  
won  
two  
ye  
high  
trun  
neap  
good  
star



1-

rotary on axis - ill, wanted -

Wave come round not clear —

mom will have appeared to come round to  
writ 'it'?

Will you -

God ill. & people pulling -

good to show moon's course w<sup>th</sup>  
earth. - moon not explained -

moon with her at full moon -  
 would sit it, vacuum -

Two morns allowed to live on B. ~~Staph~~  
 7/5 set out new morn very well

W. got out new moon very well

High tides not made clear -

trough + crest of nose 1/2 in. + 1/2 in.

Keep - very well given -

Got to make girls find from map  
Starting place of tidal wave



Good to ill. Ships in mid ocean.  
Ships' notes

Very good to show ships at anchor during  
rounds

Good to see frequent fish from hunting ship  
anchoring in mid ocean

ill. geography + foot - full of verve -

Bad not to have an atlas for hours

He should have called for another  
example of low tide than the first:

titled Bar - fish etc - here explained -  
Nova Scotia - well got.

W to 100 ft - shd have been explained  
a rather illustrated by some building -  
Tidal Bar well illustrated.

Race well explained -

Good to get - nature of bar from etc.

Nothing about of Severn

Bed to take up 4 tides -

Very ready + quick with illustration -  
of so many



times of tides not well exp<sup>d</sup>

ilp45cm7

abt. an hour later -

Ill. of earth in orbit not even -  
equinox - not explained

Good to make Geo. correct diagram

fr. evidently did not understand

Had to have 2 moons in 30 to 40 days -

A Good Lesson - became 7<sup>th</sup> New great

Verne swam into it - one from

penult. too many ideas attempted -

+ V. failed to ascertain if girls had

clearly per<sup>ce</sup>pt each successive idea -

Manner very bright + dramatic

Voice clear. + varied illustration

capital. 7<sup>th</sup> clear + helpful but

Sometimes leading -



Thin Butter - Cl. 111  
Horse - Chestnut

ilp46CHC7

He began by asking - where the came from -  
Now you have told me what you heard - girls  
had not told her anything -

"Even" - instead of smooth -  
good to get long yellow chestnut -

good to show L's chain -

and of trunk any imperfect

good to get from Mr. my branch  
is thick. so -

good to get buds from girls - & leaf buds

Why "It" is so sticky - Mr. might have  
been made to tell why - Names of the  
countries might have been got -

All the girls did not see horse - shot!

~~Bad~~ might have made girls say how  
dented, instead of curved - Why Carrots?

Should have said there - 18 in. long.

by mouth too - nice -

"bunches" - good to give us of flowers -

"Too many fruits - would it there?"



"What it's like" -

i1p47cm67

might have got - structure of h. ch. from girls -

"aren't they?"

horse chestnut - 2 reasons -

Recap: rather tame - girls did not know facts -

good to ask about nodes at last - that

have done so women - flower in centre of "Red"

good to correct mistakes -

Lesson - rather tame - not enough work

for the girls - no enthusiasm - girls

did not care -

Girls - attentive but not interested - did  
not try to answer - allowed to mutter -

Bbd - fairly well used - but - no recap -

drawing pot. Illustration - not enough

and - well used -

1/2 Dull matter of fact - no touch  
of life - behaved into self

unconscious

a Fair lesson -



Nerves - Cl. IV - Jim Faymond  
 Good to allow G. to recollect herself &  
 produce sympathetic nerves -  
 Good to let - G. say functions of  
 'Latin for brain' cerebrum -  
 Good to get creature from G.

• No - of fibres - was that plain?  
 electric wire - good - unnecessary  
 to wait for what G. did not know  
 Drawing of nerves in cold chalks  
 good - good use made of  
 electric wire - but insulator shd  
 have been used -  
 G. went with great alacrity to look  
 at nerves -

Did G. know that drawing was on fibres?  
 G. did with to ask meaning of apparent  
 the clear abt. app. & eff. nerves -  
 His manner pleasing & quiet of.  
 "by the motor nerves!"



Review of section of Spine for

Notes were nicely got out.

U. very well worked out.

Good to bring lesson to point by asking value of pair.

V. quite good to let G. pass. & consider. Did not take up E's answers. & warning.

V. careful to get exact answers.

Recap: good - E. & W. to know the lesson. & was allowed to work

Good Point of lesson - Pupil given work to do & allowed to do it.

Bad Point - Several points not

thoroughly worked out.

& E. not aided to remember

by clear summary on Bk.

Lesson - good - well adapted to G.

Pupil - Thoroughly interested

learned lesson fully.

V. good manner & voice & ~~trish~~ good lesson



Carton Lesson - Miss Ann -  
Cl. 1b.

V. G. to ask what Sq. was & why -  
Ch<sup>m</sup> allowed to measure quite alone - to  
work up to this possibilities  
to use ruler & find inches for themselves -  
V. did not trouble Ch<sup>m</sup> with too much explanation  
just to see the eager happy little faces.  
V. dictated their rulings & Ch<sup>m</sup> did them  
V. expected them to understand &  
they did - V. had ascertained right &  
left.

Ch<sup>m</sup> took to "measuring off" quite readily.  
Ch<sup>m</sup> did not look at V's diagram  
but if they had done so, they would have seen  
what she wanted -

Sylvia's sign of happy accomplishment -  
"There to meet - met - dot" - which  
has been better described

"This corner here"

Look Sylvia. That's the other - bad -  
this diagram incorrect - spoiled the  
appearance of figures



Y. altered place of Madge's rules -  
 letting child do it for herself -

"This comes her - had -

"Lemon which they are - good.  
 But not crosses?"

"Is a pity isn't it? enough."

"Blue" not - nicely done on B.

Y. to let Mr. find for themselves  
 the line to be cut -

"Went a little wrong here didn't you?"

A suppliant correction - no exhortation  
 "brown"?

Mr. took to the bending beautifully.

Mr. required very little instruction

Y. only gave what they required  
 restrained herself & did not chatter  
 or direct - but kept her eyes open.

& stopped mistakes -

"as though you were painting - good -  
 Had to give Madge a hat brush - otherwise  
 well provided with material -

Lesson - suitable in quantity - adapted to Mr. brushed in her  
 Y. took the lesson morning with eager pleasure.  
 In manner of Y. not - noisy - quiet purposeful  
 - voice suitable. Very good.

A lady pronounced



Cl. IV- 37<sup>th</sup> - Prop.

Good to begin by distinguishing between  
theorem & problem.

"Axiom" - almost like new ideas - good -

Allowed K to say a sentence not  
grammatically -

Good to let girls work entirely on  
the work they know.

"What right have you to do that? Good -  
a testing?"

"You're only guessing aren't you - good -

"because that line looks to -" K should  
have found out why line wrong -

"Let her the way you work it? Good  
to let - I. choose way -

V. gave sufficient help. but not  
too much - allowed girls time to  
think -

all of fields to explain "proof by area" good.

Are they - proved by another prop? -

His work very thorough but not brick <sup>isn't</sup>  
- starts way from where wanted

V. extremely careful to have proofs expressed



very clear + correctly.

Good to have K. describe what E. does.

E. did not do paper well. did not follow K's enun.

Good to have parallels written in full.

Good to have letters changed.

Good to let K. describe & E. write.

Good to let both girls write in turn

<sup>the</sup> slouched a little to have no written with  
I correct help of <sup>two</sup> K.S. to have no pen  
Lessons. appropriate complete & well worked  
out. not given with spirit.

Pupils. Well. worked - thoroughly attentive  
mastered the lesson.

Teacher. Language app. & well chosen.  
manner dull - but teacher like

dispirited & alert -  
Tone of voice <sup>monotone</sup> - depressing  
Good. We have been very f. if  
given with more spirit.



1954 CMC7

I dislike those little  
mats excepting